

**An Examination of the Critical Factors which Promote the Development of Dispositions
which Support Multicultural Awareness and Sensitivity among Pre-Service Teachers**

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Abstract

This study focused on determining whether there are particular factors that may be associated with the development of multicultural awareness and sensitivity in pre-service teachers. This study included 54 students in an elementary teacher education program enrolled in two sections of a multicultural education course. The researcher examined student cultural autobiographies and self-reflective assignments and identified two factors that appeared to play a positive role in their multicultural development. Both were experiential in nature. One related to support group discussions, while the other was associated with intercultural experiences. Several implications of the study are discussed.